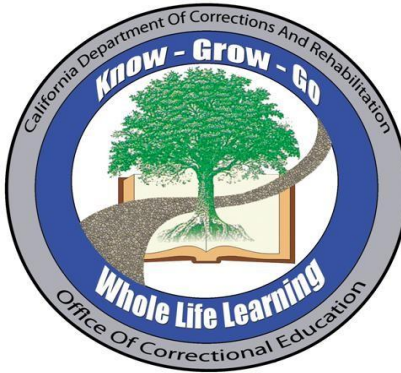


DEPARTMENT OF CORRECTIONS AND REHABILITATION

OFFICE OF AUDITS AND COMPLIANCE

EDUCATIONAL COMPLIANCE BRANCH



COMPLIANCE REVIEW FINDINGS

California Rehabilitation Center

October 14-17, 2008

ADMINISTRATION

G. Lynn Hada

ACADEMIC EDUCATION

Raul Romero, Mark Lechich

VOCATIONAL EDUCATION

Beverly Penland, Ron Callison

LIBRARY

Raul Romero

FEDERAL SUPPLEMENTARY PROGRAMS

Gary Sutherland

Mark Lechich

Beverly Penland

Tom Posey

Sarita Mehtani

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

No.	INSTITUTION: California Rehabilitation Center (CRC) DATE: October 14-17, 2008 COMPLIANCE TEAM: G. Lynn Hada	Yes/No or NA	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Allotments/Operating Expenses:</div> <ul style="list-style-type: none"> Does the Principal maintain a budget tracking system to monitor the school departments' complete budget? Is there an annual spending plan to determine sub-allotments to programs, expenditures and their balance? 	Yes	
2.	Based upon current policy (amount of budget allotted) does it appear that a viable spending plan is in place in order for allocated funds to be fully utilized by year end?	Yes	
3.	Are funds allocated by Office of Correctional Education available and spent within program areas?	Yes	
4.	Are funds tracked by funding source? General Fund, special Budget Change Proposal funding, Federal and State Grant Programs allocated by Office of Correctional Education?	Yes	
5.	Are allocated funds for the Bridging Education Programs, including Arts In Corrections (AIC), used to provide program services to inmates?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

6.	Are law library purchases funded by the institution's general budget?	N/A	<p>This item is no longer applicable to the institution. It has been moved to a higher level. The following statement indicates that Office of Correctional Education is attempting to get the Law Library designated funds moved to Program 45 and the California Department of Corrections and Rehabilitation Agency Secretary has been briefed on the problem. The Office of Correctional Education Superintendent on July 3, 2008 provided the following written statement and Budget Change Letter #3 spreadsheet via an email; <i>"Here is the distribution to the field of funding for both 06/07 and 07/08 Gilmore collection. We have already processed the 08/09 purchases out of our office and they are currently in Procurement. As the 08/09 budget has not been signed we don't have initial 08/09 allotment to the field. The funding in this BC3 is from Program 45 —not the institution Program 25 funds. The Financial Information Memorandum permanently moving Library to education in 2006 is still valid. Due to lack of designated funds we have flagged this to Office of Attorney General and Office of Court Compliance. Furthermore we've briefed Matt Cate and have written a proposal for the funding."</i></p>
7.	Is the school following the Education Hiring Steps and Responsibilities memo and matrix dated July 13, 2006 instructions when filling vacancies?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

8.	Are the Education Monthly Report (EMR) and the Education Daily Report (EDR) accurate and being completed and submitted on a timely basis?	Yes	
9.	Has adequate space and equipment been provided for staff to perform the required duties of the Reception Center/Bridging Education Program, Arts In Corrections program and the Television Specialist?	Yes	
10.	<div style="border: 1px solid black; padding: 2px;">Credentials:</div> Are all instructional and supervisory staff credentialed appropriately within subject matter area where they are assigned?	No	One teacher is assigned to an elementary position but only holds a single subject credential which does not conform to the Department. of Personnel Administration policies.
11.	Does the assigned bridging staff hold appropriate credentials and/or placed in the appropriate Re-Entry classification?	Yes	All Bridging Education Program teachers are Re-Entry Program Instructors and do not require credentials.
12.	<div style="border: 1px solid black; padding: 2px;">Duty Statements:</div> Are 100 percent of the staff duty statements on file and applicable to current position?	No	Many duty statements were past due for revision and other staff members did not have duty statements at all on file.
13.	<div style="border: 1px solid black; padding: 2px;">Operational Procedures:</div> Does the institution have an Operational Procedure that addresses the legislative mandates of the Bridging Education Program?	Yes	
14.	Does the institution have an Operational Procedure for the Education Program? Does it use Department Operation Manual Chapter 10 as an inclusion?	No	The Operational Procedure does not refer to Department Operations Manual Chapter Ten.
15.	<div style="border: 1px solid black; padding: 2px;">Staff Assignments:</div> Does the Principal maintain a current and complete list of all authorized positions and their status?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

16.	Are all staff appropriately working and/or assigned within the education program?	No	The Distance Learning and Independent Study teachers are spending too high a proportion of their time on the college program.
17.	Do all staff within the education program report to, and are under the Principal's supervision?	Yes	
18.	Is the Bridging Education Program Reception Center/General Population/Arts In Corrections fully staffed with supervisory, instructional and ancillary personnel?	Yes	
19.	Are Re-Entry Program instructors, class code 7581, assigned only to the Bridging Education Program (BEP)?	Yes	
20.	When Bridging Education Program vacancy occurs, is it immediately reclassified to class code 2290 Teacher, High School, General Education?	Yes	
21.	Has the Artist Facilitator been officially assigned to the Education Department?	Yes	
22.	Is there a system in place that is being utilized to ensure the tracking of inmates and their completed assignments during their transition from the Reception Center to the General Population Institution?	Yes	
23.	Has an individual been designated to be responsible for trouble-shooting the equipment and contacting Transforming Lives Network for needed support?	Yes	The TV Specialist.
24.	When there is a modified program, class closure, etc., is a plan in place to continue to deliver education services and other required educational activities and is the plan always implemented?	Yes	
25.	Is the Assessment Office Assistant (OA) performing duties delineated in the Assessment OA duty statement?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

26.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Alternative Education Delivery Model (AEDM):</div> <p>Is an approved Alternative Education Delivery Model Operational Procedure in place?</p>	Yes	
27.	<p>Are all of the Alternative Education Delivery Models being locally implemented at the institution in agreement with the California Correctional Peace Officers Association agreement and the institutional Operational Procedure per the Suzan Hubbard memo dated May 5, 2005?</p>	Yes	
28.	<p>Are all Alternative Education Delivery Model positions filled?</p>	Yes	
29.	<p>Do all Alternative Education Delivery Model faculties have the approved Alternative Education Delivery Model Duty Statement with required signatures?</p>	No	The teachers either had none or past-due ones on file.
30.	<p>Are Alternative Education Delivery Model inmate enrollments/assignments being made based on eligibility criteria of the enrollments/assignment as defined in the course descriptions and guidelines?</p>	Yes	
31.	<ul style="list-style-type: none"> • Are all Alternative Education Delivery Model Programs operating as full-time programs that meet the program-wide quotas? • Are all approved Alternative Education Delivery Model faculty schedules posted? 	No	The Independent Study program has 97 students enrolled; the Distance Learning program has no students enrolled per the Education Monthly Report.
32.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Gender Responsive Strategies:</div> <p>Has all education staff received Gender Responsive Strategies training provided by the Female Offender Programs (FOP) institutional administration?</p>	N/A	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

33.	Are female inmates' vocational assignments being made based on the eligibility criteria of the vocational assignment as defined in the course descriptions and vocational guidelines?	N/A	
34.	<div style="border: 1px solid black; padding: 2px;">Certificates of Completion or Achievement:</div> <ul style="list-style-type: none"> • Are Certificates of Vocational or Academic Completion being issued to those students earning them and recorded on a tracking system? • Are Certificates of Achievement issued to those students who exit the program before the Certification of Completion is earned? 	No	The proper certificates are being issued but there is incomplete tracking.
35.	<div style="border: 1px solid black; padding: 2px;">Executive/Supervisory Assignments:</div> <p>Are documented staff meetings held regularly by Principal, Academic Vice Principal (AVP), and Vocational Vice Principal (VVP)? (monthly or more)</p>	Yes	
36.	Is the Principal a member of the Warden's Executive Staff?	Yes	
37.	Does all supervisory staff conduct and record classroom visitations and observations on a quarterly basis?	No	There are logs available in the classrooms but they are not often used.
38.	<ul style="list-style-type: none"> • Does the Academic Vice-Principal/Vocational Vice-Principal provide documented In-Service-Training and On-the-Job-Training? • Are all probationary and annual performance evaluations currently due completed? 	No	The supervisory files were randomly checked and none contained a current annual performance evaluation.
39.	Are supervisors documenting contact with staff and inmates involved in the bridging program?	Yes	All Bridging Education Program students are educated to classrooms and supervisors periodically visit the classrooms.
40.	Are Transforming Lives Network quarterly reports being submitted to Office of Correctional Education by the due dates of Oct. 10, January 10, April 10 and July 10?	No	No copies of the Transforming Lives Network quarterly reports were available.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

41.	<div style="border: 1px solid black; padding: 2px;">Test of Adult Basic Education:</div> <ul style="list-style-type: none"> Is the Principal trouble shooting Test of Adult Basic Education score losses identified on the School Program Assessment Report Card (SPARC)? Is the principal implementing remedial changes to improve the scores? 	Yes	
42.	Is there a 4.0 reading level report generated and distributed to appropriate staff?	Yes	
43.	Is a list of inmates who have a verified Learning Disability generated and distributed to appropriate staff?	Yes	
44.	<div style="border: 1px solid black; padding: 2px;">Accreditation:</div> <p>Has the education program been accredited by Western Association of Schools and Colleges (WASC), or has the application for accreditation been submitted to Western Association of Schools and Colleges?</p>	Yes	
45.	<ul style="list-style-type: none"> Is there a continuing Western Association of Schools and Colleges process being followed by the school with the action plans being actively addressed in a timely manner? Is there a leadership team in place and do minutes substantiate regular meetings? 	Yes	
46.	<div style="border: 1px solid black; padding: 2px;">Inmate Enrollment/Attendance:</div> <p>Do Academic, Vocational, Bridging Education Program, Enhanced Outpatient Program and Alternative Education Delivery Model enrollments meet the required program quotas (15:1, 27:1, 54:1, 120:1)?</p>	No	The Independent Study teacher has no students enrolled and the Distance Learning teacher has 97 students enrolled; other classes are not at full quota per the Education Monthly Report.
47.	Has the Institution developed an eligibility list for assigning inmates to the Bridging Education Program?	Yes	
48.	Does the Principal maintain a copy of the current inmate assignment waiting list?	Yes	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

49.	Is education staff attending Institution Classification Committee (ICC) meetings for input into the placement of inmates into education programs?	Yes	
50.	<div style="border: 1px solid black; padding: 2px;">Bridging Program:</div> <p>Has the teaching staff met with each inmate upon assignment to the Bridging Education Program?</p>	Yes	
51.	Are all Bridging Education Program eligible inmates receiving an education orientation packet upon arrival to the housing unit?	Yes	
52.	<div style="border: 1px solid black; padding: 2px;">Transforming Lives Network (TLN):</div> <p>Has the Transforming Lives Network satellite dish been installed and operational?</p>	Yes	
53.	Is the Literacy Coordinator (Academic Vice-Principal) designated as the Transforming Lives Network Coordinator?	Yes	
54.	Do the number of inmates being enrolled and the number completing Transforming Lives Network courses agree with the numbers reported to Office of Correctional Education?	Yes	Both show no enrollments.
55.	Has Transforming Lives Network enrollment and completion data been tracked?	Yes	There are no Transforming Lives Network enrollments.
56.	<div style="border: 1px solid black; padding: 2px;">GED Testing/High School Credit:</div> <ul style="list-style-type: none"> • Is there a High School credit program and General Educational Development (GED) Testing program that follows Office of Correctional Education and State requirements? • Are High School Diplomas and GED Equivalency Certificates issued to qualified inmates? 	Yes	
57.	<div style="border: 1px solid black; padding: 2px;">Inmate Education Advisory Committee:</div> <p>Is there an Inmate Education Advisory Committee established with regularly scheduled monthly meetings?</p>	No	The Inmate Education Advisory Committee has not met for several months.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

58.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Education Files</div> <ul style="list-style-type: none"> • Do all of the quarterly California Department of Corrections and Rehabilitation Form 128E and Form 154 (and/or other official student school transcripts) reports contain current and appropriate information that includes credits earned, course completions, etc.? • Does the appropriate instructional staff sign all of the above reports? (Supervisory staff when instructional staff is not available.) • Does supervisory staff (Academic Vice-Principal/Vocational Vice-Principal) review these reports? 	No	The California Department of Corrections and Rehabilitation Form 154s in many Education Files were incomplete and none contained credits earned.
59.	<ul style="list-style-type: none"> • Are Education Files with a copy of the Record of Inmate Achievement (California Department of Corrections and Rehabilitation Form 154) transferred to Central Records when a student leaves education, transfers or paroles? • Is there a copy of the Record of Inmate Achievement (California Department of Corrections and Rehabilitation Form 154 or High School Transcript) kept in the Education Office files in perpetuity? • Are Education Files prepared for all assigned inmates? • Are Bridging Education Program Education Files prepared for all assigned bridging students in the Reception Center and are they then transferred to the General Population receiving institution? 	No	No copy of the California Department of Corrections and Rehabilitation Form 154 is kept. The Education Files are mailed when a student transfers rather than being sent to Central Records. It is recommended that the Principal continue to work with the Office of Correctional Education in addressing maintenance permanent student transcripts documenting student education participation and achievement history student. It is recommended that the Principal at least keep a copy of the Form 154 (Official Transcript) when the student transfers or paroles.
60.	If there are any contracted, Office of Correctional Education sponsored or special programs operating at the institution, have the teachers assigned to these programs received special/related training?	Yes	
61.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Literacy:</div> <p>Are literacy programs available to at least 60 percent of the eligible prison population?</p>	No	Per the past two Education Monthly Reports in August the programs were available to 28 percent and in September were available to 24 percent.

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

62.	Is there an active Site Literacy Committee that meets and documents quarterly meetings, and is it coordinated by the Principal or an Academic Vice-Principal?	No	The Site Literacy Committee does not meet quarterly.
63.	Does the Site Literacy Committee discuss the Bridging Education Program as part of its quarterly meetings?	No	The Site Literacy Committee does not meet quarterly.
64.	Is the institution utilizing at least two alternate resources to implement literacy services for inmates?	No	There is only one alternate implantation of literacy services.
65.	Is there an established procedure for placing students into any existing Learning Literacy (LLL) lab? (a federally or non-federally funded Computer Aided Instruction /Plato/Computer Lab)	Yes	Students are assigned by the assignment office.
66.	<div style="border: 1px solid black; padding: 2px;">Developmental Disability Program and Disability Placement Program:</div> <p>If this is a Developmental Disability Program and/or a Disability Placement Program site, does the principal have the required documentation that demonstrates adherence to the Court Remedial Plans and California Department of Corrections and Rehabilitation/Office of Correctional Education policies?</p>	Yes	
67.	<div style="border: 1px solid black; padding: 2px;">ESTELLE/Behavior Modification Programs:</div> <p>Is documentation available regarding the original operational intent/concept of the Estelle/Behavior Modification Unit Program and are there actual implementations of the program/programs?</p>	N/A	
68.	Is there an Estelle/Behavior Modification Unit Program monitoring and tracking process in place to record to record student progress through achievement/progress, data collection, instructional methods, and curriculum?	N/A	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

69.	<div> Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) – Risk and Needs Assessment: </div> <p>Is there an approved Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Operational Procedure (OP)?</p>	N/A	
70.	Are all Recidivism and Reduction Strategy (RRS) Assessment positions filled (part of Correctional Offender Management Profiling for Alternative Sanctions)?	N/A	
71.	Are all other designated assessment positions filled? Is there a designated supervisor over the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Program?	N/A	
72.	Do all designated assessment staff have an individual Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) log-on code? Is the security of the code maintained?	N/A	
73.	Does the assessment staff maintain appropriate security of laptop and/or stand-alone computers utilized for the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Program?	N/A	
74.	<div> Recidivism Reduction Strategies: </div> <ul style="list-style-type: none"> Is there a Recidivism Reduction Strategies expenditure tracking log maintained by the Principal for the purposes of identifying equipment or materials purchase or provided to the institution for assessments as identified in the Recidivism Reduction Strategies Budget Change Proposal (BCP)? Are inventories of Recidivism Reduction Strategies equipment maintained and current? 	No	No separate inventory is maintained of the Recidivism Reduction Strategies equipment.
75.	<div> Recidivism Reduction Strategies Enhanced Outpatient Program: </div> <p>Are all Enhanced Outpatient Program staff hired and in place?</p>	N/A	

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

76.	Does the Principal (via the Academic Vice-Principal) supervise the Enhanced Outpatient Program Teacher(s) in accordance with California Department of Corrections and Rehabilitation policy?	N/A	
77.	Have the Enhanced Outpatient Program Teacher(s) received training in performing the required duties as described in the Enhanced Outpatient Program Duty Statement?	N/A	
78.	<div style="border: 1px solid black; padding: 2px;">Multi-Agency Re-entry Program (SB 618):</div> Has the institution interviewed and hired for the Prison Case Manager positions as members of the Multi-Disciplinary team?	N/A	
79.	Are the four vocational programs referenced in Senate Bill 618 in place at the institution?	N/A	
80.	Has a documentation process been established to monitor inmate contact time as well as inmate growth and completion of program?	N/A	
81.	<div style="border: 1px solid black; padding: 2px;">Vocational-Recidivism Reduction Strategies</div> Are all original vocational Recidivism Reduction Strategies (RRS) teacher positions filled and are all classrooms operating?	Yes	
82.	Are all Recidivism Reduction Strategies vocational classes at full enrollment?	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

NO.	INSTITUTION: CRC DATE: October 14-17, 2008 COMPLIANCE TEAM: Raul Romero, Mark Lechich	Yes/No or N/A	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px;">Student Job Descriptions:</div> <p>Are all of the inmate students' job descriptions accurate, complete, signed, and available?</p>	Yes	
2.	<div style="border: 1px solid black; padding: 2px;">Student Records/Achievements:</div> <p>Do all the of classroom files reflect Test of Adult Basic Education scores that are being administered according to the quarterly testing matrix and that are not over six months old for students under the California Department of Corrections and Rehabilitation Literacy Plan criteria and Office of Correctional Education Test of Adult Basic Education testing requirements?</p>	Yes	All student files reviewed contained current Test of Adult Basic Education test results. Some teachers have Test of Adult Basic Education lists as well as Test of Adult Basic Education results but no chronological records in the student files.
3.	<p>Are all of the California Department of Corrections and Rehabilitation Form 128E chronological reports, classroom records and timekeeping documents, current, accurate, and secure?</p>	Yes	However, the English Language Development classroom just recently opened. The newly assigned teacher to the new classroom (less than 90 days) does not maintain the California Department of Corrections and Rehabilitation Form 128E in the student files. He maintains them on the computer. It is recommended that he places the Form 128E in the student files as soon as possible. The teacher must also use the Test of Adult Basic Education diagnostic results to meet individual student learning needs.
4.	<p>Is 100 percent of the California Department of Corrections and Rehabilitation curriculum recording system in-use, accurate, and current?</p>	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

5.	Do 100 percent of the Permanent Class Record Cards (California Department of Corrections and Rehabilitation Form 151) reflect the minimum student contact time of 6.5 hours x-time or 8.5 hours of x-time for 4-10 programs for traditional classes?	Yes	All teachers were reminded that they must ensure accurate time keeping and must absolutely report any incidence when the student is tardy or absent.
6.	Are Certificates of Completion or Achievement being issued to those students earning them?	No	Some teachers are not aware of the Office of Correctional Education (OCE) requirements for issuing certificates of Completion and Certificates of Achievement. Some teachers are issuing Certificates of Completion for units completed. It is recommended that the Principal distribute to all teachers a copy of the OCE memo regarding the issuance of certificates.
7.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Instructional Expectations:</div> Do all of the academic education classes have lesson plans that agree with the California Department of Corrections and Rehabilitation approved curriculum?	Yes	
8.	Are the required and/or elective credits in the academic subject being taught issued to inmates and recorded on the transcript?	No	There are no records of any required or elective credits being issued by teachers. They are unaware that they can give elective or required credits. Credits can be given as long the student completes assignments and passes a subject matter quiz/exam. It is recommended that the Principal continue to explore ways to implement the issuance of credits in consultation with the Office of Correctional Education written policy.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

9.	Do all of the academic education classes have course outlines that agree with the California Department of Corrections and Rehabilitation approved curriculum?	Yes	All teachers have the curriculum frameworks and the curriculum tracking forms. Only a few teachers have a course description (syllabus) that provides student expectations, teacher methodology, materials used, testing requirements, length of class, and sequence of instruction. It is recommended that standardized course descriptions be developed for all available levels of instructions. There are samples already developed at other schools that are standardized to all levels of instruction such as Adult basic Education (I-II-III), High School and the General Education Development Test, etc.
10.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Bridging Education Program Instructional Expectations:</div> Is each teacher utilizing the established curriculum for Bridging Education Program and does each teacher have a copy of the curriculum?	Yes	
11.	Are the Test of Adult Basic Education and Comprehensive Adult Student Assessment System being Administered to Bridging Students? Are other assessments being used to assess the inmate job skills?	Yes	PLATO and the Reading Horizon software are used as supplementary assessment tools by some teachers.
12.	Does Bridging Education Program teacher utilize the proper Permanent Class Record Card (California Department of Corrections and Rehabilitation Form 151) and is it up to date and accurate?	Yes	
13.	Has the Bridging Education Program teacher developed a written weekly schedule to include student programs and contacts?	Yes	Students receive from 3-6 hours of scheduled classroom instruction per week. The Bridging Education Packets are used during the other times.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

14.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Test of Adult Basic Education Testing Coordinator:</div> Are gain/loss reports (School Progress Assessment Report Card) and the Test of Adult Basic Education sub-test reports reviewed/shared with the education supervisors?	Yes	The Principal downloads the School Progress Assessment Report Card and distributes it to the supervisors and teachers.
15.	Do the Test of Adult Basic Education Coordinator and at least two others have access to a California Department of Corrections and Rehabilitation email address and user account?	Yes	The Test Coordinator has an e-mail account but must go to the principal or supervisor computer to access the database.
16.	Does the Test of Adult Basic Education Coordinator have the most recent Test of Adult Basic Education database (within a week)?	Yes	
17.	Are Test of Adult Basic Education testing protocols signed by current staff?	Yes	
18.	Are the Test of Adult Basic Education testing materials secured in a locked cabinet (mandatory standards)?	Yes	
19.	Is a master inventory of Test of Adult Basic Education test booklets and answer sheets maintained by the testing coordinator?	No	The answer sheets are currently not on the master inventory.
20.	Is the Test of Adult Basic Education binder current and up-to-date with memos, purchase orders and instructions?	Yes	
21.	Is the Test of Adult Basic Education locator test being used when needed to determine which level-appropriate Test of Adult Basic Education test to administer?	Yes	The locator is used if they do not have a test score on the inmate. The testing office has a handout explaining testing procedures, the locator, how to fill out the answer sheet, and the test matrix.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

22.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Teacher-Test of Adult Basic Education Testing</div> <p>Are teachers testing within ten days of the student's initial entry into the classroom, as well as quarterly testing based on the Test of Adult Basic Education matrix?</p>	Yes	
23.	Are the Test of Adult Basic Education tests administered according to the testing matrix?	Yes	
24.	Is the Test of Adult Basic Education locator being used, when needed, to determine which level-appropriate Test of Adult Basic Education test to administer?	No	<p>The Test of Adult Basic Education locator is being used rarely when needed to determine which level-appropriate Test of Adult Basic Education test to administer. Most teachers use existing Test of Adult Basic Education level test as a guide to administer new tests. It is recommended that the Principal work with the Office of Correctional Education for a change in Test of Adult Basic Education Locator use requirements that will allow new testing based on existing Test of Adult Basic Education level score if this is the common practice and it does not jeopardize Test of Adult Basic Education validity.</p>
25.	Are teachers using Test of Adult Basic Education pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates?	Yes	
26.	Are teachers using the Test of Adult Basic Education pre-post diagnostic subtest test results as a diagnostic tool for individualized instruction and troubleshooting Test of Adult Basic Education score losses in their classes?	Yes	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

27.	Are current Test of Adult Basic Education subtests placed in student's classroom file?	No	A couple of teachers did not have the Test of Adult Basic Education subtests placed in student's classroom file.
28.	<div style="border: 1px solid black; padding: 2px;">Alternative Education Delivery Models:</div> Are Alternative Education Delivery Model Open Line schedules with dates and times posted in public areas for inmate access to educational services during off work hours?	Yes	The Alternative Education Delivery Model Open Line schedules with dates and times are posted in the dorms. Requests for Interview forms and ducats are used to get students to areas offering
29.	Is the Television Specialist and Distance Learning Study Teacher developing a Distance Learning Study Channel schedule of courses, with dates and times, posted in public areas for inmates to review and complete their assignments?	No	There is only one television per dorm and it is not tuned to an education channel. There is also no cable access to individual televisions to receive the education channels. The Distance Learning teacher sends requests to the Television Specialist who then broadcasts the requested program to the classroom television where the distance learning enrollees gather to view the broadcast and their assignment.
30.	Does the Television Specialist plan, supplement and implement electronic educational coursework with the Distance Learning teacher, utilizing Transforming Lives Network and airing educational programs, such as Kentucky Educational TV General Education Development series on a weekly basis?	Yes	Programs are recorded and are available as a DVD for future viewing or can be broadcast upon request to a specific classroom.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

31.	Are teachers awarding inmates certificates for achievement/completion in Alternative Education Delivery Model programs?	Yes	General Education Development (GED) Test Certificates of passing are primarily used as certification of completion for GED students. However, it is recommended, since the Sensitive Needs Inmates are more of a stable population, Alternative Education Delivery Model teachers adhere more closely to the certificate of completion and achievement policy as required by the Office of Correctional Education.
32.	Do all of the Education/Independent Study (half-time) classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	Yes	All teachers have the curriculum frameworks and the curriculum tracking forms. Only a few teachers have a course description (syllabus) that provides student expectations, teacher methodology, materials used, testing requirements, length of class, and sequence of instruction. It is recommended that standardized course descriptions be developed for all available levels of instructions. There are samples already developed at other schools that are standardized to all levels of instruction such as Adult basic Education (I-II-III), High School and the General Education Development Test, etc. It is recommended that the Principal work with the Office of Correctional Education to further address this issue.
33.	Do all of the Education/Work Program (half-time) classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	Yes	See question # 32

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

34.	Do all of the Distance Learning classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	Yes	See question # 32
35.	Do all of the Independent Study classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	Yes	See question # 32
36.	<ul style="list-style-type: none"> Are teachers testing inmates within ten days of being enrolled or assigned to an Alternative Education Delivery Model program? Are the inmates' Test of Adult Basic Education subtest results analyzed by the teacher for appropriate Alternative Education Delivery Model lesson/class placement? 	Yes	
37.	<ul style="list-style-type: none"> Is the Alternative Education Delivery Model current enrolled/assigned inmate roster consistently kept updated? Is it given to the Vice-Principal and Principal on at least a weekly basis? 	Yes	However, the number of participants is below expected enrollments. Teachers must ensure that the Vice-Principal and Principal get a weekly roster update so that the Vice Principal and Principal are aware of the need for additional participants
38.	Are students' gains being recorded and tracked?	Yes	
39.	<div style="border: 1px solid black; padding: 2px;">Gender Responsive Strategies:</div> <p>Do all of the academic life skills classes have current course outlines that agree with the Office of Correctional Education/Gender Responsive Strategies (GRS) approved curriculum, i.e.? Women's Conflict and Anger Lifelong Management (W-CALM) (Feb. 2007), Women's Health (July 2007), Women's Parenting (January 2008) Women's Victims (July 2008)?</p>	N/A	
40.	Do all of the academic life skills classes have current lesson plans that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum?	N/A	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

41.	<div style="border: 1px solid black; padding: 2px;">ESTELLE and Behavior Modification Unit programs:</div> <p>Is there an effective system in place to track monthly attendance, reporting, and evaluation of assigned inmates, their performance; and participation that allows a clear over-all rating of progress of each student in the Behavior Modification Unit/ESTELLE program?</p>	N/A	
42.	<p>Is there a tracking and evaluation process to determine inmate progress on the Behavior Modification Unit curriculum competencies including Conflict and Anger Lifelong Management and is documentation provided to the Unit Classification Committee every 30 days detailing how the inmates assigned to the Behavior Modification Unit program are performing?</p>	N/A	
43.	<ul style="list-style-type: none"> • Do ESTELLE students have access to computers as required in the framework of the program for training? • Does the teacher have Test of Adult Basic Education scores on all of the students in the program? 	N/A	
44.	<div style="border: 1px solid black; padding: 2px;">Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) – Risk and Needs Assessment:</div> <p>Are assessment teachers conducting assessments on eligible inmates as defined by the current Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Operations Manual?</p>	N/A	
45.	<p>Does assessment staff utilize the current standardized Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Tracking Form?</p>	N/A	
46.	<p>Are the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) questionnaires shredded daily in accordance with the confidential document procedure?</p>	N/A	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

47.	Are assessment interviews conducted in a semi-private environment?	N/A	
48.	Is appropriate assistance provided to inmates during participation in the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) assessment interview in accordance with departmental policies regarding Effective Communication, the Clark Remedial Plan, and Armstrong mandates?	N/A	
49.	<div style="border: 1px solid black; padding: 2px;">Security and Order:</div> Are personal alarms issued to teachers and do they wear whistles and the personal alarms on their person?	Yes	
50.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	Yes	
51.	<div style="border: 1px solid black; padding: 2px;">Pre-Release</div> Does the Pre-Release curriculum contain Life Skills; Communication Skills; Attitude and Self-Esteem; Money Management; Community Resources; Job Application Training; Department of Motor Vehicles Practice Test; and Parole Services?	Yes	
52.	Do all of the Pre Release lesson plans contain the objective, handouts, and methods for student evaluation?	N/A	Pre Release classes are no longer offered. Action is approved by the Office of Correctional Education pending final decision in regards to maintaining Pre Release as a curriculum requirement.
53.	Is the Pre-Release teacher receiving appropriate institutional and Parole and Community Services Division (P&CSD) staff support?	N/A	See question #52
54.	Is the Pre-Release curriculum recording system in-use, accurate, and current and are copies of monthly records maintained?	N/A	See question #52

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

55.	Does the Pre-Release instructor use a variety of teaching methodologies and allow for differentiation of instruction to meet individual learners' needs?	N/A	See question #52
56.	Is the Pre-Release class a full-time program (four days/8.5 hours or five days/6.5 hours)? If no, is there an exemption on file?	N/A	See question #52
57.	Are all of California Department of Corrections and Rehabilitation Form 128Es (that are used to record all education participation including course completions) and classroom records current and accurate and reflect a full-quota student enrollment?	N/A	See question #52
58.	Does the Pre-release Teacher use the Framework for Breaking Barriers?	N/A	See question #52
59.	Does the Pre-release teacher provide the Office of Correctional Education with monthly Pre-release Program reports on time and maintain copies of those monthly Pre-release program reports?	N/A	See question #52
60.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Recidivism Reduction Strategies Enhanced Outpatient Program:</div> Is the Enhanced Outpatient Program Teacher a participating member of the Interdisciplinary Treatment Team (IDTT) meetings?	N/A	
61.	Is there a current roster of Enhanced Outpatient Program inmates determined eligible by Interdisciplinary Treatment Team (IDTT) and the Enhanced Outpatient Program teacher to receive education services?	N/A	
62.	Is the required student assessment for development of the Individualized Treatment and Education Plan completed in accordance with the Enhanced Outpatient Program assessment guidelines timelines?	N/A	
63.	Is there documentation of the education services provided to Enhanced Outpatient Program inmates?	N/A	

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

64.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Transforming Lives Network Program:</div> <p>Are alternate modalities available for use within the housing units for the Distance Learning program? For example, video, Transforming Lives Network, institutional television, visual worksheets, etc.?</p>	No	<p>There is only one television per dorm and it does not broadcast education programs. Also, there is no cable system for individual television to receive education programming. The television specialist however does record the various programs available. He is very creative and talented in working within these restrictions to develop programming that can be used in the classrooms and in the Distant Learning classroom.</p>
65.	<p>Is the television specialist recording Transforming Lives Network broadcasting and archiving copies for re-broadcast and individual teacher access?</p>	Yes	<p>The television specialist has an extensive library of recorded programming that can be checked out or broadcast to education televisions.</p>
66.	<p>Is the television specialist setting up a broadcast schedule for the school and distributing that schedule to the school faculty?</p>	No	<p>The school faculty makes request for programming which is broadcast to their classroom or they check out a previously recorded program. The only televisions that can receive broadcast are within the classroom. The dorm television is not turned to educational programming as there is only one television per dorm.</p>
67.	<p>Are school faculty members given the opportunity to provide input into the broadcast schedule?</p>	No	<p>There is only one television per dorm and it does not broadcast education programming. Also there is no cable available to inmates with televisions to access education channels. Because the opportunity to broadcast is usually limited to the televisions within the education classroom and teachers request a program, they want to view any programming. A schedule is not used.</p>

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

68.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Recreation/Physical Education (P.E.):</div> <p>Is there a current and comprehensive activity schedule for the Recreation and/or Physical Education Program?</p>	Yes	
69.	Does the Physical Education teacher follow the California Department of Corrections and Rehabilitation approved selection process for movies?	No	There is no movie review committee. A questionnaire is sent to the MAC representative and a list is sent to the dorms and the inmates vote on the movies that want to see and films with the top votes are submitted for purchase and view.
70.	Does the Physical Education teacher have sign-up sheets, team rosters, or other evidence of inmate participation in sports and health education activities?	No	The coach has a variety of recreation tournaments, bingo, chess and checkers. He also provides Physical Fitness Training for future fire fighters. Currently there are no health education activities.
71.	Is California Department of Corrections and Rehabilitation-approved State frameworks curriculum being used and are course outlines present?	No	The coach has a copy of the framework but it was not utilized and there were no course outlines. The Coach provides a variety of training but had not formalized much of it with course outlines and documentation.
72.	Are health education, physical fitness training and recreational activities being provided to the Special Needs populations?	No	The coach has not developed health education, physical fitness training or recreational activities for the special needs population.
73.	Does the Physical Education teacher have a system in place to ensure accountability for state property including sports equipment, clothing and supplies?	Yes	
74.	Are there sufficient supplies, such as board games and sports equipment, to ensure a viable Physical Education program?	No	The coach indicated there have been no expenditures for new equipment and most of his equipment, games and etc. are in poor condition or need replacing.

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

75.	Are time-keeping records (California Department of Corrections and Rehabilitation Form 1697) on inmates assigned to work for the Physical Education teacher being kept?	Yes	
76.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Recidivism Reduction Strategies (Physical Education):</div> Are health education, physical fitness training and recreational activities being provided to the geriatric population (age 55 and over)?	No	The coach has not developed health education, physical fitness training or recreational activities for the geriatric population at this time.
77.	Have the funds for the Recidivism Reduction Strategies funds for the geriatric population been expended for the geriatric population?	Yes	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

NO .	INSTITUTION: CRC DATE: October 14-17, 2008 COMPLIANCE TEAM: Beverly Penland, Ron Callison	Yes/No or N/A	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px;">Student Job Description:</div> <p>Are all of the inmate students' job descriptions accurate, complete, signed, and available?</p>	Yes	
2.	<div style="border: 1px solid black; padding: 2px;">Student Records/Achievements:</div> <p>Do all of classroom files reflect Test of Adult Basic Education scores that are not over six months old for students under the California Department of Corrections and Rehabilitation Literacy Plan and Office of Correctional Education Test of Adult Basic Education testing criteria?</p>	No	Some of the student files reviewed did not have a current Test of Adult Basic Education score.
3.	Are all of the California Department of Corrections and Rehabilitation Form 128E chronological reports, classroom records and timekeeping documents, current, accurate, and secure?	Yes	
4.	Is the curriculum recording system in-use, accurate, and current?	Yes	
5.	Does the Permanent Class Record Card (California Department of Corrections and Rehabilitation Form 151) reflect the minimum student contact time of 6.5 hours x-time or 8.5 hours of x-time (on full days) for 4-10 programs?	No	Some of the programs do not receive their students a half hour or more after than the start time. The students do not always receive the minimum 6.5 hours of student teacher contact time. One teacher has great deal of "A" time for students and does not seem to try and locate or determine why the inmates are not reporting to their assignment.
6.	Are elective credits in the designated vocational subject being issued to students and recorded on their transcript in the education file?	No	Most teachers are unaware they can issue elective credits to students.

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

7.	Are Trade/Industry Certifications being issued and recorded to those students earning them?	No	One teacher has lost the ability to issue the ASE certification. The Office Services and Related Technology teachers are not Microsoft certified and are waiting for training from the Office of Correctional Education. Most of the teachers, however, are issuing industry certifications for National Center for Construction Education and Research, EPA, NATE, C-Tech and OSHA to students earning them.
8.	Are Certificates of Completion or Achievement as appropriate being issued and recorded for those students earning them?	No	A few of the teachers did not know when a certificate of achievement or completion was issued.
9.	<div style="border: 1px solid black; padding: 2px;">Instructional Expectations:</div> Do all of the vocational education classes have course outlines that agree with the California Department of Corrections and Rehabilitation curriculum?	No	Not all of the teachers had a course outline for their program that agrees with the curriculum.
10.	Do all of the vocational education classes have lesson plans that agree with the California Department of Corrections and Rehabilitation curriculum?	No	Not all of the teachers have developed lesson plans for instruction that are aligned with the approved curriculum.
11.	Have the Literacy Implementation Plan sections (applicable to Vocational Education) been incorporated through a core set of literacy materials into the instructional plan and do lesson plans verify this?	No	Some of the teachers have not incorporated literacy in their instructional plans or lesson plans to verify this.
12.	Are Vocational Instructors conducting and documenting at least four hours of approved related formal classroom training each week for all inmate students?	No	A couple of the teachers are not documenting that they are providing and conducting related training in their trade.
13.	Are all of the vocational programs that have a nationally recognized certification programs participating in that program?	No	Not all the teachers are able to participate in issuing nationally recognized certifications.

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

14.	Recidivism Reduction Strategies: Are the Recidivism Reduction Strategies programs issuing trade certifications and/or National Center for Construction Education and Research (NCCER) certifications?	No	One National Center for Construction Education and Research certified program teacher is not issuing NCCER certifications per the guidelines.
15.	National Center for Construction Education and Research: Are all the National Center for Construction Education and Research (NCCER) accreditation guidelines for Standardized Training being used?	Yes	
16.	Are the Building Construction Trades using the Contren Learning Series text books as the primary classroom text book?	No	Not all the programs have the Contren text books for their programs.
17.	Do all of the National Center for Construction Education and Research instructors have the resources needed to effectively teach the related trades?	No	A couple of the programs need the required text books to teach the program. Two other programs need training materials and electrical equipment connected to power.
18.	Are all of the building trade instructors currently National Center for Construction Education and Research Certified Instructors and have attended the Instructor Certification Training Program (ICTP)?	Yes	
19.	Are all of the craft instructors maintaining and conducting record keeping as outlined in the National Center for Construction Education and Research Accreditation Guidelines?	No	One teacher is not keeping records as outlined by the National Center for Construction Education and Research guidelines.
20.	Are all of the instructors maintaining the confidentiality and maintain restricted access to inmate social security numbers used on the National Center for Construction Education and Research Form 200's?	Yes	

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

21.	Are all of the written National Center for Construction Education and Research tests, National Center for Construction Education and Research test CD-ROMs and National Center for Construction Education and Research answer keys maintained in a secure locked location with an inventory of the tests on hand?	Yes	
22.	Are all of the students evaluated based on a 70 percent minimum passing score on National Center for Construction Education and Research written examinations?	Yes	
23.	Are those students that fail a National Center for Construction Education and Research written test or practical exam required to wait a minimum of 48 hours prior to being retested?	Yes	
24.	Are 90 percent or more of the students completing the first six National Center for Construction Education and Research CORE Modules prior to starting the Level 1 for the trade?	Yes	
25.	Are all National Center for Construction Education and Research performance evaluations conducted for each module and a record of the Performance Profile Sheet maintained?	No	One of the teachers is not conducting performance evaluations and maintaining a record of the Performance Profile sheet and is not keeping records as outlined by the National Center for Construction Education and Research.
26.	Upon successful completion of the National Center for Construction Education and Research written and performance evaluation, is the instructor documenting and submitting the Form 200 to the Unit Training Representative (UTR) for signature and forwarding to Office of Correctional Education within 60 days?	No	The teacher is not submitting Form 200s and is not recording student progress in accordance to guidelines set forth by the National Center for Construction Education and Research.

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

27.	Are all of the instructors accepting National Center for Construction Education and Research Modules and Completion Certifications issued prior to students being assigned to the vocational class?	Yes	An Inmate was transferred to CIM and assigned to the Carpentry with certification in Rough Carpentry and Core received in the CRC Carpentry program. During an interview at CIM the inmate said he was never given a performance test and he had little knowledge of what he is certified in. The inmate was interviewed by the auditor.
28.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Test of Adult Basic Education Testing</div> Are teachers testing within ten days of the student's initial entry into the classroom, as well as quarterly testing based on the Test of Adult Basic Education matrix?	No	Some of the teachers are not testing their students with the Test of Adult Basic Education within the initial first 10 days of class attendance.
29.	Are the Test of Adult Basic Education tests administered according to the testing matrix?	Yes	
30.	Is the Test of Adult Basic Education locator being used, when needed, to determine which level appropriate Test of Adult Basic Education test to administer?	Yes	
31.	Are teachers using Test of Adult Basic Education pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates?	No	Some of the teacher said they did not review the Test of Adult Basic Education subtest results with their students.
32.	Are teachers using the Test of Adult Basic Education test results as a diagnostic tool for individualized instruction and trouble shooting Test of Adult Basic Education score losses in their classes?	No	The teachers that do not review the Test of Adult Basic Education subtest results with their students do not trouble shoot the test results for loss or use the results to individualize instruction to meet the students' needs.
33.	Are current Test of Adult Basic Education subtests placed in student's file?	No	Several of the student files reviewed did not have the Test of Adult Basic Education subtests in their files.

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

34.	Gender Responsive Strategies: Do all or more of the Gender Responsive Strategies (GRS) vocational classes have current course outlines that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum, i.e. Cosmetology, Mill & Cabinet, Cable Technician, etc.?	N/A	
35.	Do all or more of the vocational classes have current lesson plans that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum?	N/A	
36.	Security and Order: Are personal alarms issued by institution to instructors and do they wear a whistle and the personal alarms on their person?	No	One teacher's personal alarm was on his desk. Another teacher's personal alarm was in his lock box.
37.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	Yes	
38.	Is there an Inmate Safety Committee that conducts and records weekly safety inspections?	No	A couple of the programs do not have an inmate safety committee developed to conduct weekly safety inspections of shop area.
39.	Is at least one hour per month of safety meetings being held and documented?	No	One of the programs does not document or conduct safety meetings.
40.	Trade Advisory Committee: Does the instructor have a documented Trade Advisory Committee that meets at least quarterly?	No	Most of teachers have Trade Advisory Committee members. However due to the teacher's contract they are unable to close classes to attend Trade Advisory meetings and it is very difficult to have members attend within the institution. Many of the teachers contact their members by phone to keep in contact with changes in the trade.

COMPLIANCE REVIEW FINDINGS

VOCATIONAL EDUCATION SECTION

41.	<div>Job Market Analysis:</div> <p>Is a current Employment Development Department Job Market Analysis and/or institutional Job Market Survey on file?</p>	Yes	
42.	<div>Apprenticeship:</div> <p>Is there an active Apprenticeship Training Program?</p>	Yes	
43.	<p>If there is an active Apprenticeship Training Program, do inmates meet apprenticeship requirements and receive pay?</p>	Yes	
44.	<p>Does the instructor have a documented active Joint Apprenticeship Committee that meets at least quarterly within the institution?</p>	Yes	With the Southern California Painters Union.
45.	<div>Employee and Community Services Programs.</div> <p>If vocational education programs are participating in Employee Services Programs, are they meeting Department Operation Manual and Penal Code requirements?</p>	N/A	
46.	<p>If vocational education programs are participating in community service projects, are they meeting Department Operation Manual requirements?</p>	N/A	

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

NO	INSTITUTION: CRC DATE: October 14-17, 2008 COMPLIANCE TEAM: Raul Romero	Yes/No or N/A	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px;">Library Staffing:</div> <ul style="list-style-type: none"> Does the Principal, Academic Vice-Principal, or Vocational Vice-Principal supervise the library staff? Does the Senior Librarian implement/plan the library program? 	Yes	
2.	<div style="border: 1px solid black; padding: 2px;">Department Operations Manual and Department Operations Manual Supplement:</div> <ul style="list-style-type: none"> Is the current Department Operations Manual, Section 53060 available in the main libraries and satellite libraries? Is there a Department Operations Manual library supplement that is brief, and contains no new policies and/or regulations unless they are court-ordered and does the Department Operations Manual supplement reflect the current, actual local library program? 	Yes	
3.	<div style="border: 1px solid black; padding: 2px;">General Population (GP) Access Hours:</div> <ul style="list-style-type: none"> Are library hours of operation posted where General Population inmates can see them, and do General Population inmates have access to the library during off work hours? Do General Population inmates have regular access to non-legal library services? 	Yes	Schedules are posted in the library and in each dorm. The libraries are open evenings and every Saturday.
4.	<div style="border: 1px solid black; padding: 2px;">General Population/Law Library Documentation:</div> <ul style="list-style-type: none"> Is there documentation of General Population inmates' access to law library for a minimum of two hours within seven calendar days of their request for legal use? Is there a list showing inmates who request legal access, and those who received access? 	Yes	

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

5.	Restricted Housing Status Inmate Access: <ul style="list-style-type: none"> • If there are Restricted Housing inmates in the institution, is there a Department Operations Manual supplement relating to their use of the library? • Is there a method for Restricted Housing inmates to request physical access to the law library which includes a list showing Restricted Housing inmates requests for access and inmates who actually used the library and is access granted for a minimum of one two-hour block of time if needed by the inmate, within seven calendar days of a request? 	Yes	There are two restricted housing units. These dorms are escorted to the library and the inmates may send in requests for forms and other information as needed.
6.	Restricted Housing Status Non-Legal Library Services: <p>Do Restricted Housing inmates receive general library services?</p>	Yes	Books, newspapers and magazines are given to inmates in these housing units to keep.
7.	Library Expenditures: <ul style="list-style-type: none"> • Are library funds spent for magazines/newspaper subscriptions, fiction and nonfiction books, supplies, processing, repair, and interlibrary loan fees? • If other items are purchased, are they for library use? 	Yes	
8.	Inmate Welfare Funds (IWF) Expenditure: <p>Are Inmate Welfare Funds used to purchase newspapers, magazines, and paperback fiction books, etc.?</p>	Yes	
9.	Law Library Expenditure: <ul style="list-style-type: none"> • Does the Senior Librarian understand the process associated with receiving the mandated law discs/books through the warehouse or mail room? • Are the Stock Received Reports completed and submitted to the Regional Accounting Office? 	Yes	The Senior Librarian has copies of Stock Received Reports that have been submitted to Regional Accounting.

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

10.	<ul style="list-style-type: none"> Are all received mandated law books and discs made available to inmates in a timely manner? Are the discs timely loaded on the Law Library Electronic Data System computer? Are the law books shelved promptly? 	Yes	
11.	<ul style="list-style-type: none"> Are law library discs checked in by the Associate Information Specialist Analyst? If not, who checks them? 	Yes	
12.	Does the librarian know what steps to take if a mandated law library book or disc is not received when it should be?	Yes	
13.	<div style="border: 1px solid black; padding: 2px;">Library Book Stock - Quality, Part I:</div> <ul style="list-style-type: none"> Within the entire institution's libraries, is there at least one encyclopedia with a copyright date within the last five years and one unabridged dictionary (no older than five years.) Does the library program have at least three directories relevant to the questions asked by the population served? 	Yes	
14.	<div style="border: 1px solid black; padding: 2px;">Library Book Stock - Quality, Part II:</div> <p>Does each library in the institution have a current world almanac, an atlas that is no more than three years old, an English language dictionary that is no more than five years old, and a Spanish and English dictionary that is no more than ten years old?</p>	Yes	
15.	<div style="border: 1px solid black; padding: 2px;">Library Book Stock - Quality, Part III:</div> <ul style="list-style-type: none"> Does each library regularly inspect the physical condition of their books? Does the library program have a book repair procedure 	Yes	Books are inspected when returned and if they are too worn, they are weeded out.

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

16.	Library Book Stock - Quality, Educational Support, Literacy, Multi-Ethnicity: Does each library in the institution have at least one textbook and two supplemental titles which have copyright dates not more than ten years old representing each vocational and academic program in the institution, a minimum of 100 titles representing high interest/low level reading books, a minimum of 250 multi-ethnic titles, including but not limited to Black American, Asian-American, Hispanic-American (including Spanish language) and Native American materials?	Yes	There is a list of classes taught in each library area and textbooks for each class are available in both libraries.
17.	Library Book Stock - User Orientation: <ul style="list-style-type: none"> Are book collections designed to meet the needs and interests of the inmate population served? Does the librarian regularly meet with an inmate library advisory group, and does the library maintain a suggestion box? 	Yes	The Senior Librarian meets informally with the Men's Advisory Council and the Academic Vice-Principal meets with them on a formal basis.
18.	Library Book Stock - Quantity: (Department Operations Manual Book Aug) <ul style="list-style-type: none"> Does the current library collection contain the number of fiction and nonfiction books mandated by California Department of Corrections and Rehabilitation? Does this include any new books purchased through Recidivism Reduction Strategies (RRS) funding? 	No	Due to a flood in the lower library and asbestos exposure, the condition and number of books has declined. The Facility IV library has the number of books mandated by the California Department of Corrections and Rehabilitation.
19.	Have all books purchased through the Recidivism Reduction Strategies funds been received, shelved, and inmate use tracked?	Yes	
20.	Book Access: <ul style="list-style-type: none"> Is there a card catalog or equivalent system that inmates can use to find a book by title, author, or subject matter? Can inmates request books that are not in the library collection? 	Yes	Shelf lists are printed in each library for inmates to use to find titles.

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

21.	Circulation: Is there an adequate library book checkout system in place and an adequate overdue system in use?	Yes	An automated system is used to check out books and track overdue books.
22.	Mandated Law Library/California Code of Regulations, Department Operations Manual <ul style="list-style-type: none"> • Are the Gilmore v. Lynch mandated law books up to date? • Does the library collection have the most current California Code of Regulations/Title 15 in English and Spanish? • Is there a method of displaying proposed and actual revisions of California Code of Regulations/Title 15 for the inmate population, and does each library have a complete up-to-date Department Operations Manual? • Are all the Law Library Electronic Data System computers up-to-date and operating in each library? 	Yes	
23.	Law Library - American Disability Act (ADA): Are American Disability Act mandatory postings present in the library?	Yes	Posting are on bulletin boards and in binders.
24.	Circulating Law Library: Is a procedure for accessing the Circulating Law Library in place?	N/A	The contract for the circulating library was not renewed.
25.	Court Deadlines: Are court deadlines verified, and is there documentation that inmates with established court deadlines have priority access to the library?	Yes	Court deadlines are verified by the Library Technical Assistant and the Senior Librarian and documentation is kept in the Priority Library Users book.
26.	Law Library Forms and Supplies: Do inmates have access to court required forms; are required legal supplies adequate and available; are procedures to distribute forms and supplies appropriate; and do all law libraries follow the same law library procedures?	Yes	

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

27.	<div style="border: 1px solid black; padding: 2px;">General Library Forms and Supplies:</div> <p>Are adequate supplies available to process library materials, and are there standardized forms for library procedures that are used by all the libraries in the institution?</p>	Yes	
28.	<div style="border: 1px solid black; padding: 2px;">Inmate Clerk Training:</div> <ul style="list-style-type: none"> Do inmate library/law library clerks receive documented training? Are training records maintained for each inmate employee? <p>Do inmate clerks receive training on a regular basis in law library and general library processes?</p>	Yes	Training documentation is kept on each clerk in his folder.
29.	<div style="border: 1px solid black; padding: 2px;">Security and Order:</div> <ul style="list-style-type: none"> Are personal alarms issued by institution to library staff; does library staff wear a whistle and the issued personal alarms? <p>Are exits clearly marked and evacuation plans posted in accordance with the institution's emergency evacuation plan?</p>	Yes	

Comments:

The libraries at CRC provide a model for inmates on how to use libraries available to them in the community. The concept of borrowing, not keeping material is stressed along with the overdue process and the standard services available from a library. There are two libraries with two Senior Librarians and one half-time Library Technical Assistant. Facility IV library serves approximately 800 inmates on the Sensitive Needs Yard. The size of the Facility IV Library does not allow sufficient space for the Legal Library Electronic Data System computers, tables, chairs, equipment, library books or legal reference materials (Shepards Citations.) The Senior Librarian in Facility IV is very good in obtaining the resources he needs. He is creative in finding ways to obtain and identify additional resources for his library. The quality and quantity of the book stock in Facility IV is excellent and meets the requirements of California Department of Corrections and Rehabilitation. The library in the lower facility serves Facilities I, II, and III with approximately 4300 inmates. The collection in the lower library does not contain an appropriate number of books to accommodate the inmate population. More time, effort and additional funds are needed to comply with California Department of Corrections and Rehabilitation standards. Based on the population in the lower facilities and in order to run more efficiently, there needs to be more staff (at least one full-time Library Technical Assistant.) Recommend finding a larger space for Facility IV library and hiring one full-time Library Technical Assistant for the lower library.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

	INSTITUTION: CRC DATE: October 14-17, 2008 COMPLIANCE TEAM: Mark Lechich	Yes/No or NA	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px;"> Duty Description/Credentials – Statement/Job – Literacy Learning Lab </div> Do you have a current duty statement on file (within one year)?	Yes	Mr. DeMarco is an outstanding Literacy Learning Lab teacher.
2.	Do you have a valid credential on file?	Yes	Valid credential with teacher and in the Education Office.
3.	<div style="border: 1px solid black; padding: 2px;"> Security/Order – Literacy Learning Lab </div> Are personal alarms issued by the institution to teaching staff and worn?	Yes	Mr. DeMarco also has a whistle.
4.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	Yes	Exit sign is above the door with the evacuation plans next to the teacher's desk.
5.	<div style="border: 1px solid black; padding: 2px;"> Supervisory/Support – Literacy Learning Lab </div> Do you receive support from your supervisor and other educational staff?	Yes	Good support from Mr. John Bryson, Academic Vice-Principal.
6.	Does the Vice Principal visit/observe your class? Does the Principal visit/observe your class? Do you maintain a sign-in log?	Yes	The Vice-Principal visits often. Mr. Weaver visits occasionally.
7.	<div style="border: 1px solid black; padding: 2px;"> Inmate Enrollment – Literacy Learning Lab </div> Do you maintain a minimum enrollment of 27 students?	Yes	54 students. 27 in the morning session and 27 in the afternoon.
8.	Do students receive direct/group instruction?	Yes	When needed, students receive direct one on one instruction by Mr. DeMarco.
9.	Is the Literacy Learning Lab a "self contained" program?	Yes	54 assigned students

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

10.	Student Records/Testing Achievements – Literacy Learning Lab Do you verify non-General Education Development or non-High School graduation of the student?	Yes	Teacher checks with General Education Development examiner and the Educational Office.
11.	Do you start a student record file upon the student entering the Literacy Learning Lab program?	Yes	Mr. DeMarco begins the student file immediately upon entering the Literacy Learning Lab.
12.	Does each student have a current Test of Adult Basic Education score? <i>If not, do you refer the student for testing?</i>	Yes	Test of Adult Basic Education and Comprehensive Adult Student Assessment System scores current. If a student's Test of Adult Basic Education score is not current, Mr. DeMarco will test the student.
13.	Do you assess student's basic skill level? Describe	Yes	Teacher interviews student's for appropriate placement into the software.
14.	Are at least 90 percent of the California Department of Corrections and Rehabilitation Form 128E chronological reports, classroom records and accountability documents current, accurate and secured?	Yes	All student files are current, accurate, and secured in locked cabinet in the assigned teacher's office.
15.	Are the Student Files current (incl. Test of Adult Basic Education scores and any other assessment scores)? Review	Yes	All scores are current on teacher's computer and in student files.
16.	Is there a current Student Job Description on file?	Yes	All are signed and dated by student and teacher.
17.	Instructional Expectations – Literacy Learning Lab Do you use the approved California Department of Corrections and Rehabilitation Competency Based Adult Basic Education curriculum?	Yes	Incorporated in the computer software.
18.	Are differentiated instructional methods used? Describe	Yes	One on one instruction.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

19.	Do students track their own progress?	Yes	Students receive assignment work through the software program designed by the teacher.
20.	Do the students receive computer orientation? Is there continuous training? Describe	Yes	The teacher or clerk will do the orientation and the on going training, if needed, with each new student.
21.	Do you maintain course outlines and lesson plans? Review files	Yes	Competencies are checked off through the software students receive report bi-weekly.
22.	Do you use alternative assessment instruments (besides the required Test of Adult Basic Education), to determine a student's instructional plan? Describe	Yes	Comprehensive Adult Student Assessment System and Reading Plus program.
23.	Do students spend an average of six months of instructional time enrolled in the program?	Yes	Students stay on the average of six months.
24.	<div style="border: 1px solid black; padding: 2px;">Other Services – Literacy Learning Lab</div> Do you refer students to other services, i.e. medical? Describe the process	Yes	Teacher would contact medical and the Correctional Officer only if necessary.
25.	Do you provide the students career-related information?	Yes	Job related activities, goal setting and other life skills such as the PLATO software.
26.	Do you have student aides? If so, how many and how are they used?	Yes	Student Aide and Clerk. They provide tutoring and clerical support for the Literacy Learning Lab.
27.	<div style="border: 1px solid black; padding: 2px;">Training – Literacy Learning Lab</div> Have you participated in conferences, workshops and seminars from July 1, 2007–December 31, 2008? If so, provide a list.	No	Mr. DeMarco has been unable to attend Literacy Learning Lab trainings due to the fact we do not have substitute teacher available.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

28.	Expenses – Literacy Learning Lab Are spending levels appropriate for material purchases and training to support program needs?	Yes	Mr. DeMarco is satisfied with the spending levels.
29.	Equipment – Literacy Learning Lab Do you maintain a complete and current inventory of equipment? Is equipment tagged with a Workforce Investment Act property tag? Conduct an inventory	Yes	PLATO has opened the upgrades recently. Workforce Investment Act Inventory is accurate and complete.
30.	Is your software appropriately maintained by PLATO's technical field staff?	Yes	CRC is happy with the upgraded PLATO software. For three years eight computers in the LLL have not functioned due to the lack of electrical power. These computers each have the capability to run the software but sit idle. The software package is approximately valued at \$2,000.00.
31.	Do you register all new software purchases with the Associate Information Systems Analyst?	Yes	The Senior Information Systems Analyst is aware of all software used in Literacy Learning Lab.
32.	Committees/Meetings – Literacy Learning Lab How often do you meet with the referral teacher for consultation on a student?	N/A	
33.	CASAS/TOPSPRO Management Information System (MIS) Coordinator Have you been trained in the area of California Accountability and the TOPSPRO Management Information System to appropriately perform your duties as a Comprehensive Adult Student Assessment System Coordinator? When was the date of the last training? Dates of last trainings	Yes	Ms. Stucker attended the April, 2008 and the October, 2007 TOPSPRO training conducted by the WIA Administrator. She also attended the 2008 Comprehensive Adult Student Assessment System Summer Institute.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

34.	Do you have an adequate amount of Comprehensive Adult Student Assessment System (CASAS) testing materials to implement CASAS? <i>Explain the CASAS testing procedures at your institution.</i>	Yes	CRC has an adequate amount of testing materials. Sign-Out and Sign-In sheet is used to track test booklets.
35.	Are the Comprehensive Adult Student Assessment System testing materials appropriately inventoried and secured?	Yes	Locked in cabinet in secured Testing Office.
36.	Are you using the latest version of the TOPSpro Management Information System software?	Yes	TOPSpro version 5.0 Build 31.
37.	Is the hardware equipment (Scantron machine) and software (TOPSpro Management Information System) used to implement Comprehensive Adult Student Assessment System appropriately maintained?	Yes	The computer is in good shape. The scanner needs a check-up.
38.	Do you provide each teacher with a Student Performance by Competency Report to assistance them in preparing lesson plans?	Yes	Competency Reports for Students and Class. Student Gains by Class Report.
39.	Do you know how to generate the California Payment Point Report? Can you generate a Preliminary Payment Point Report?	Yes	Ms. Stucker checks the report monthly. Assist Coordinator with data cleaning.
40.	Are the appropriate students receiving and completing the Core Performance Surveys? <i>Explain the process in place to ensure that students are receiving the surveys.</i>	Yes	If the ex-student is still at the institution the Comprehensive Adult Student Assessment System Coordinator locates student to complete survey and submit to the Workforce Investment Act Administrator.
41.	Can you generate an up to date list of students that will be receiving the Core Performance Survey for the past quarter?	Yes	First Quarter data showed "No Student Qualified". The Comprehensive Adult Student Assessment System Coordinator would locate the ex- student to have him fill out survey.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

42.	Can you generate a Data Integrity site review?	Yes	Data Integrity Report is used for assisting Coordinator to locate errors in the data. 7.5 percent conservative estimate pretest.
43.	Can you generate a Student Gains by Class Report? Can you produce five student Entry/Update records and Pre/Post Test records? (Check reports with Student Gains by Class Report and Student Lister. Dates, testing books, and scores should match between records)	Yes	This report is given to the teachers to account for the students learning gains. All records matched. Ms. Stucker is a dedicated Comprehensive Adult Student Assessment System Coordinator

Finding:

For three years eight computers in the Literacy Learning Lab have not functioned due to the lack of electrical power. These computers each have the capability to run the software but sit idle. The software package is approximately valued at \$2,200.00. A corrective action plan must be submitted to Mark Lechich at the Office of Correctional Education by December 31, 2008 to resolve this issue.

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Incarcerated Youth Offender (IYO) Program

No.	INSTITUTION: CRC DATE: October 14-17, 2008 COMPLIANCE TEAM: Tom Posey	Yes/No or N/A	COMMENTS
SECTION I: IYO ELIGIBILITY REQUIREMENTS			Participants = 42 inmates
1.	Does the Incarcerated Youth Offender Teacher have a copy of the current Incarcerated Youth Offender Grant?	Yes	Copy is on disk
2.	Is there a signed Incarcerated Youth Offender Enrollment Agreement on file for each participant?	Yes	
3.	Is there evidence on file that each participant graduated from high school or passed the General Education Development exam?	Yes	
4.	Is there a Participant Demographic/ Biographic information sheet on file and, that his/her portfolio has been started?	Yes	
5.	Does the IYO Teacher check to ensure transfers from other IYO institutions still meet eligibility requirements	Yes	
SECTION II: IYO PARTICIPANT ASSESSMENTS			
6.	Does the Incarcerated Youth Offender Teacher use CAPS, COPS AND COPES to identify inmate job skills?	Yes	
7.	Are the results of CAPS, COPS AND COPES assessment on file?	Yes	
8.	Does the Incarcerated Youth Offender Teacher Identify inmate jobs indexed to skills?	Yes	
9.	Does the Incarcerated Youth Offender Teacher provide job counseling and job resumes for participants?	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Incarcerated Youth Offender (IYO) Program

10.	Does the Incarcerated Youth Offender Teacher provide academic and vocational training courses for participants?	Yes	
11.	Does the Incarcerated Youth Offender Teacher track success of Incarcerated Youth Offender participants after parole?	Yes	CCRC tracks inmate status.
12.	Does the Incarcerated Youth Offender Teacher provide services to prisons in surrounding areas?	Yes	CIW has 6 participants.
SECTION III: TRANSITIONAL ASSISTANCE			
13.	Does the Incarcerated Youth Offender Teacher use the Internet, phone and fax to establish contact with Parolees?	No	CCRC tracks inmates.
14.	The Incarcerated Youth Offender Teacher has internet access; uses internet as resource for employment and other transitional information for participants?	No	No internet access at CRC. Uses home computer
15.	Does the Incarcerated Youth Offender Teacher meet at least once on a quarterly basis with active participants in Incarcerated Youth Offender Program?	Yes	
16.	Does the Incarcerated Youth Offender Teacher communicate and maintain rapport with Vocational and Academic teachers?	Yes	
17.	Does the Incarcerated Youth Offender Teacher attend training, Incarcerated Youth Offender quarterly meetings and pertinent conferences?	Yes	
18.	Does the Incarcerated Youth Offender Teacher work with contracted vendors to help with the successful transition from prison to parole?	Yes	Community Connections Resource Center
SECTION IV: IYO PARTICIPANT DATA			

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Incarcerated Youth Offender (IYO) Program

19.	Does the Incarcerated Youth Offender Teacher indicate in the Incarcerated Youth Offender database why inmates have declined or dropped from the Incarcerated Youth Offender program?	Yes	
20.	Does the Incarcerated Youth Offender Teacher prepare and submit reports to the Incarcerated Youth Offender Program Coordinator via memos and the Incarcerated Youth Offender database?	Yes	
21.	Does the Incarcerated Youth Offender Teacher maintain a hard file for each active/inactive or former participant and participant parolee?	Yes	
22.	Does the Incarcerated Youth Offender Teacher's hard copy file contain assessment information, enrollment and tuition agreements, evidence of General Education Development or high school completion, contact information and relevant chronological documentation?	Yes	
23.	Is the Incarcerated Youth Offender Teacher's hard file and database information are consistent and in agreement with each other?	Yes	
24.	Does the Incarcerated Youth Offender Teacher use the Offender Based Information System to update the candidate pool on a monthly basis?	Yes	
25.	Does the Incarcerated Youth Offender Teacher ensure that the incarcerated and post incarcerated address is noted and recorded as separate records in Location Info?	Yes	
26.	Does the Incarcerated Youth Offender Teacher ensure all information for each participant in the Incarcerated Youth Offender database is current and up to date?	Yes	
27.	Are training programs recorded as a separate record and corresponding tuition agreement in participant's file?	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Incarcerated Youth Offender (IYO) Program

28.	Is the Program Name, Entry Date, Completion Date, Early Exit Date and Reason (if applicable), notes on status of course/course completion, earned grade, etc., recorded in the Training Placement record?	Yes	
29.	Does the Incarcerated Youth Offender Teacher use the DDPS disk to update the Incarcerated Youth Offender database?	Yes	
30.	Is the Expense Date, Amount, Training Provider, Training Program, Participant Name, California Department of Corrections and Rehabilitation Number, and applicable notes appropriately recorded?	Yes	
SECTION V: INVENTORY ACCOUNTABILITY			
31.	Does the Incarcerated Youth Offender Teacher ensure that the inventory sheet is up to date; all equipment is clearly marked and identified with Incarcerated Youth Offender inventory tags?	Yes	
32.	Does the Incarcerated Youth Offender Teacher ensure that only the Incarcerated Youth Offender Representative uses Incarcerated Youth Offender equipment?	Yes	
33.	Does the Incarcerated Youth Offender Teacher Issue trust withdrawals for any materials or equipment loaned to participants?	Yes	

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Carl D. Perkins Act
Vocational and Technical Education Act Grant

No	INSTITUTION: CRC DATE: October 14-17, 2008 COMPLIANCE TEAM: Ron Callison	Yes/No or N/A	COMMENTS									
1.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Inmate Enrollment</div> Is the class meeting the Office of Correctional Education required enrollment quota? (Note the actual enrollment in the comments section).	Yes	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Program</th> <th style="width: 20%;">Quota</th> <th style="width: 40%;">Enrolled</th> </tr> </thead> <tbody> <tr> <td>1. Auto Mech</td> <td style="text-align: center;">54</td> <td style="text-align: center;">54</td> </tr> <tr> <td>2. Electrical Works</td> <td style="text-align: center;">54</td> <td style="text-align: center;">54</td> </tr> </tbody> </table>	Program	Quota	Enrolled	1. Auto Mech	54	54	2. Electrical Works	54	54
Program	Quota	Enrolled										
1. Auto Mech	54	54										
2. Electrical Works	54	54										
2.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Equipment Inventory</div> Is the Vocational and Technical Education Act equipment properly tagged? (Note the condition of equipment in the comments section).	No	<i>Condition of equipment:</i> EXCELLENT									
3.	Is Vocational and Technical Education Act equipment used for the intended purpose?	Yes										
4.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Student Records/Testing Achievements</div> Are course completions being issued for Office of Correctional Education program training requirements? <div style="margin-left: 20px;"> ■ How many students are trained per year? (Note the number of students trained per year in the comments section). </div>	No	Number of students trained per yr. Program #1: 40 #2: 50 Total: 90 The auto mechanics cannot do ASE certification at present and textbooks are out-of-date. The electrical works program does National Center for Construction Education and Research, C-Tech, and OSHA certification.									
5.	Do Student files verify equipment training on California Department of Corrections and Rehabilitation Form 128E?	Yes										
6.	Is the Office of Correctional Education-approved curriculum and recording system in use?	Yes										

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Carl D. Perkins Act
Vocational and Technical Education Act Grant

7.	Are lesson plans in accordance with Office of Correctional Education guidelines?	Yes																																				
8.	<div>Related Training</div> Is safety and literacy training taking place in accordance with Office of Correctional Education guidelines?	Yes																																				
9.	<div>Vocational Classroom Physical Access</div> Are students able to get physical to the vocational shops over 50 percent of the time? (Note the "X" and "S" time for the last two prior months).	Yes	<table><tr><th colspan="5">Over a two month period</th></tr><tr><th>Prog.</th><th colspan="2">1st month</th><th colspan="2">2nd month</th></tr><tr><th></th><th>X</th><th>S</th><th>X</th><th>S</th></tr><tr><td>#1:</td><td>560</td><td>89</td><td>780</td><td>123</td></tr><tr><td>#2</td><td>1923</td><td>871</td><td>2338</td><td>1635</td></tr><tr><td>Totals</td><td>2483</td><td>960</td><td>3118</td><td>1758</td></tr><tr><td>:</td><td></td><td></td><td></td><td></td></tr></table>	Over a two month period					Prog.	1 st month		2 nd month			X	S	X	S	#1:	560	89	780	123	#2	1923	871	2338	1635	Totals	2483	960	3118	1758	:				
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10.	<div>Trade Advisory Committee</div> Are quarterly meetings held and minutes kept? (Note the Number of Trade Advisory Committee members, number in the comments section).	Yes	Number of TAC members: Program #1 2 Program #2 3 Total members: 5																																			
11.	As per the Interagency Agreement (Exhibit A) has the Vocational Instructor received hands-on training regarding current changes in technology and or certification in their field?	No	The current contract and lack of substitute teachers prevent this training.																																			
12.	As per the Interagency Agreement (Exhibit A) has the Vocational Instructor attended trade specific seminars and or technology conferences related to their field?	No	The current contract and lack of substitute teachers prevent this training.																																			

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANTS PROGRAMS SECTION

Carl D. Perkins Act
Vocational and Technical Education Act Grant

13.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Supplemental Areas (not counted for points on the overall Compliance Review) </div> <p>Apprenticeship:</p> <ul style="list-style-type: none"> ▪ Number of apprentices_____ ▪ Institutional Pay_____ ▪ Union/Company Affiliation_____ <p>_____</p> <ul style="list-style-type: none"> ▪ Current DAS Form_____ ▪ OJT Work Logged_____ <p>Less than 5 years_____</p>	N/A	
14.	<p>Is the shop clean?</p> <p>(Note the cleanliness and general maintenance of the shop in the comments section).</p>	Yes	

COMPLIANCE REVIEW FINDINGS

DEVELOPMENTAL DISABILITY PROGRAM

	INSTITUTION: CRC DATE: October 10, 2008 COMPLIANCE TEAM: Sarita Mehtani	YES/NO or N/A	COMMENTS
1	Administration: Are all Developmental Disability Program (DDP) staff hired and in place?	Yes	There is one DDP Teacher, One Teaching Assistant (TA) and one Library Technical Assistant (LTA) in place.
2	Are all DDP staff appropriately assigned and under the supervision of the Principal (via Vice Principal) in accordance with California Department of Corrections and Rehabilitation policy?	Yes	
3.	Do all DDP education and library staff perform the required duties (Duty Statement) as described in the Clark remedial Plan?	Yes	
4	Has all education staff received training in performing the required duties as described in the Clark Remedial Plan?	No	Mr. Padilla, TA, and Ms. Russell, LTA, are newly hired. The mandated DDPT training will be conducted soon.
5	Are inmate academic assignments being made in accordance with the Clark Remedial Plan?	Yes	
6	Are inmate vocational assignments being made based on the eligibility criteria of the vocational assignment as defined in the course description and an inmate's ability to perform the essential functions of the assignment as described in the Clark Remedial Plan?	Yes	
7	DDP Staff; Academic and Vocational Programs: Is the DDP Teacher participating in the Interdisciplinary Support Team (IDST)/Initial Classification Committee (ICC)/ Unit Classification Committee (UCC) meetings?	Yes	The DDP Teacher attends the committee meetings on a regular basis.
8	Does the DDP Teacher have a current roster of all DDP inmates assigned to academic and vocational education?	Yes	

COMPLIANCE REVIEW FINDINGS

DEVELOPMENTAL DISABILITY PROGRAM

9	Are all of the required assessments completed within the timelines as outlined in the Clark Remedial Plan?	Yes	
10	Is there a current Individually Tailored Education Plan (ITEP) for inmates assigned to education receiving education services from the DDP Teacher?	Yes	
11	Is there documentation of education services provided to assigned DDP inmates?	Yes	
12	Does the DDP Teacher hold Student Study Team (SST) meeting with the regular classroom teacher, Education Supervisor and inmate?	Yes	
13	Library/Law Library DDP LTA: Is orientation provided to all DDP inmates regarding the Law Library and other library services?	Yes	
14	Is there documentation available on services provided to DDP inmates on California Department of Corrections and Rehabilitation form 129-B, Library Log, etc.?	Yes	
15	Is reasonable access to forms, regulations and procedures available in the Library?	Yes	
16	Is equipment and materials available for inmates with a disability as described "Library Access" of the Clark Remedial Plan?	Yes	
17	Are alternative materials available in the library?	Yes	The LTA was not available on the day of the audit and could not be interviewed.